



CAROLINA ELEMENTARY

719 W. Carolina Avenue
Hartsville, South Carolina

Grades	1-5 Elementary School	
Enrollment	265 Students	
Principal	Donna R. Barrett	843-857-3230
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Good	Good
2008	Good	Below Average
2007	Good	Average
2006	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

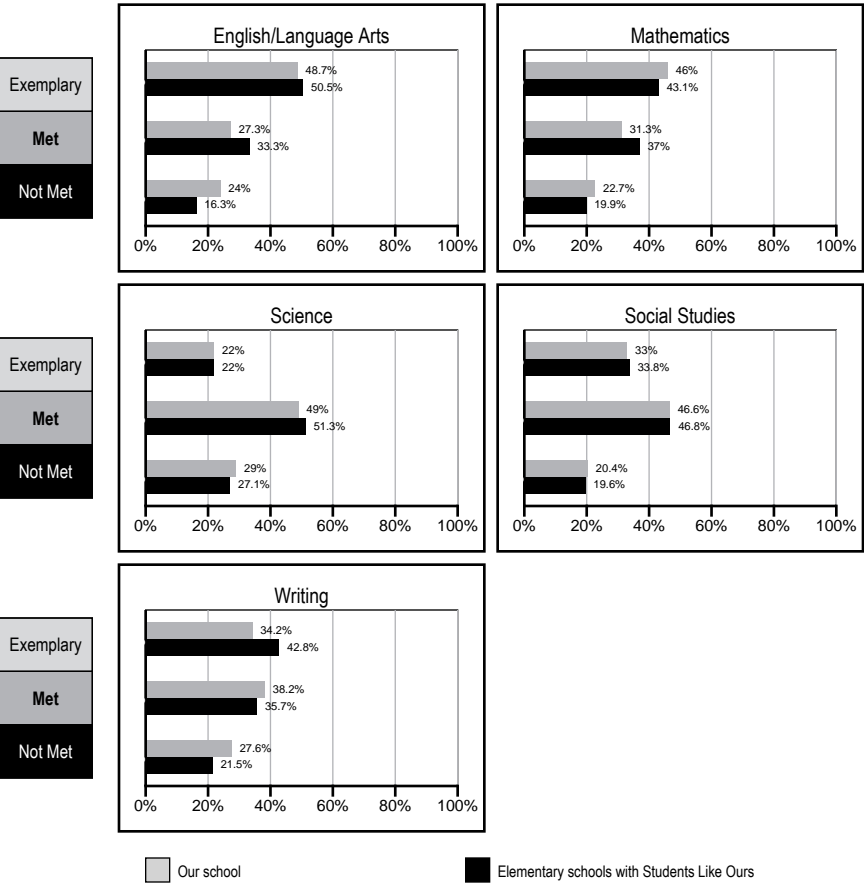
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	29	16	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=265)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 2.4%	0.8%	1.2%
Attendance rate	96.6%	Down from 96.9%	96.6%	96.1%
Eligible for gifted and talented	18.8%	Up from 12.7%	17.0%	11.7%
With disabilities other than speech	15.3%	Up from 14.1%	6.8%	8.0%
Older than usual for grade	0.4%	Down from 1.2%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	62.5%	Down from 70.6%	62.4%	60.5%
Continuing contract teachers	75.0%	Up from 70.6%	86.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.5%	Up from 75.6%	89.4%	87.0%
Teacher attendance rate	96.3%	Down from 97.1%	95.8%	95.4%
Average teacher salary*	\$45,447	Down 6.2%	\$48,360	\$47,288
Professional development days/teacher	11.7 days	Down from 25.0 days	11.4 days	10.5 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	23.5 to 1	Up from 21.7 to 1	19.9 to 1	19.2 to 1
Prime instructional time	92.0%	Up from 91.8%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Down from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,015	Down 2.1%	\$7,214	\$7,548
Percent of expenditures for instruction**	58.3%	Down from 61.5%	69.4%	68.7%
Percent of expenditures for teacher salaries**	56.6%	Up from 55.5%	66.3%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission Statement of Carolina Elementary School is “A community of learners dedicated to student achievement.”

The purpose of Carolina Elementary School is to promote academic excellence in each student's life and to establish positive relationships with the entire learning community. The steps that we take today lead to the successes of tomorrow.

We are delighted to announce that Carolina Elementary met all the student achievement goals determined by Palmetto Assessment of State Standards (PASS) results. Our state report score was: Good (Absolute) and Good (Improvement). We scored higher than district and state averages in all grade levels. We also met Annual Yearly Progress (AYP) by achieving 17 out of 17 criteria. The data is posted on the district website (darlington.k12.sc.us) and the state website (scde.com).

Carolina was honored as a National Blue Ribbon School in Washington, DC in October 2009, and in Columbia as well in February 2010. As a celebration, the entire school went on a field trip to Sumter to see the ballet “Frosty the Snowman” and also ate lunch at Swan Lake. Harrison Corns won the state prize for a dinosaur essay, which provided a free trip to Columbia for all the third graders to see the “Walking with Dinosaurs” show.

This year Carolina Elementary celebrated its 60th year anniversary. Alumni from the first class had breakfast with us on the first day of school this year. It was delightful to hear them share their memories from times past. Two of the alumni have grandchildren who started at Carolina this year—60 years after they began their educational journey. To help celebrate this anniversary, parents, students, faculty, and alumni created a 60th anniversary cookbook and sold them to fund our fitness trail. In November, during American Education Week, alumni were invited to visit on Grandparents' Day, to take part in our Book Fair, hear the fifth graders play the Alma Mater, and share in a big birthday cake. Our second Science Showcase was held in February with a food auction sponsored by the Carolina Elementary School Education Foundation.

As part of National Network of Partnering Schools (NNPS), we provided “Drive through Breakfast” to our parents twice during the year. “Lunch bunch” is a time when parents and grandparents read to our students during lunch. Carolina is part of the Darlington County Technology Plan. This spring, Carolina received new computers for the computer lab and the media center. The PTO is planning a fitness trail for our playground area. We have received a grant from the Wildlife Federation to help fund this endeavor. Teachers received classroom grants from the Carolina Elementary School Education Foundation to enrich classroom instruction.

Donna R. Barrett, Principal
Nique Knockemus, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	48	48
Percent satisfied with learning environment	100.0%	87.5%	84.8%
Percent satisfied with social and physical environment	100.0%	95.7%	89.6%
Percent satisfied with school-home relations	100.0%	93.8%	78.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	167	100	23.1	26.3	50.6	88.5	79.8	83.5	Yes	Yes
Gender										
Male	90	100	28.2	24.7	47.1	85.9	76.4	80.1	N/A	N/A
Female	77	100	16.9	28.2	54.9	91.5	83.3	87	N/A	N/A
Racial/Ethnic Group										
White	110	100	12.4	25.7	61.9	95.2	87.6	89.6	Yes	Yes
African American	51	100	43.5	26.1	30.4	76.1	74	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.3	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	38	100	54.3	11.4	34.3	60	50.5	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	78.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	80	100	38.7	24	37.3	77.3	75.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	167	100	21.8	32.1	46.2	85.3	77.1	80.4	Yes	Yes
Gender										
Male	90	100	22.4	30.6	47.1	82.4	75.2	78.4	N/A	N/A
Female	77	100	21.1	33.8	45.1	88.7	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	110	100	11.4	31.4	57.1	93.3	85.8	87.8	Yes	Yes
African American	51	100	41.3	34.8	23.9	69.6	70.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.3	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	77.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	38	100	45.7	37.1	17.1	60	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	77.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	80	100	37.3	36	26.7	70.7	72	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	111	97.3	28.7	48.5	22.8	71.3	64.5	67.3
Gender								
Male	58	96.6	35.8	45.3	18.9	64.2	63.5	66.9
Female	53	98.1	20.8	52.1	27.1	79.2	65.6	67.7
Racial/Ethnic Group								
White	70	100	17.9	49.3	32.8	82.1	79.2	79.6
African American	37	91.9	51.6	45.2	3.2	48.4	53.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.8	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	26	88.5	63.6	27.3	9.1	36.4	31.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66	58.6
Socio-Economic Status								
Subsidized meals	56	94.6	43.1	47.1	9.8	56.9	56.5	55.4

Social Studies

All Students	111	98.2	21	45.7	33.3	79	69.5	70.9
Gender								
Male	59	96.6	21.8	40	38.2	78.2	68.6	70.1
Female	52	100	20	52	28	80	70.5	71.7
Racial/Ethnic Group								
White	77	98.7	13.7	46.6	39.7	86.3	79.7	79.2
African American	30	96.7	39.3	39.3	21.4	60.7	62.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	68.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	26	92.3	47.8	30.4	21.7	52.2	38.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	67.5	68
Socio-Economic Status								
Subsidized meals	51	96.1	38.3	46.8	14.9	61.7	63.5	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	165	94.6	26.7	38.7	34.7	73.3	65.2	72.1	96.6	95.5
Gender										
Male	89	91	35.4	38	26.6	64.6	58.3	65.2	96.4	95.2
Female	76	98.7	16.9	39.4	43.7	83.1	72.4	79.2	96.9	95.8
Racial/Ethnic Group										
White	108	97.2	16.7	40.2	43.1	83.3	76.2	80.8	96.6	94.9
African American	51	88.2	45.2	38.1	16.7	54.8	57.1	59.7	96.7	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	98.3	96.7
Hispanic	6	I/S	I/S	I/S	I/S	I/S	61.6	64.6	97	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	94.7
Disability Status										
Disabled	39	79.5	65.5	20.7	13.8	34.5	20.5	27.7	95.8	94.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	61.8	63.7	97.3	97.1
Socio-Economic Status										
Subsidized meals	79	91.1	46.4	36.2	17.4	53.6	58.3	61.9	96.2	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	56	100	16.7	20.8	62.5	83.3
	4	60	100	23.6	36.4	40	76.4
	5	49	100	8.3	43.8	47.9	91.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	52	100	17	19.1	63.8	83
	4	57	100	25.5	30.9	43.6	74.5
	5	58	100	25.9	27.8	46.3	74.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	56	100	25	35.4	39.6	75
	4	60	100	12.7	30.9	56.4	87.3
	5	49	100	14.6	50	35.4	85.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	52	100	21.3	17	61.7	78.7
	4	57	100	18.2	34.5	47.3	81.8
	5	58	100	25.9	42.6	31.5	74.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	28	100	28	64	8	72
	4	58	100	21.8	60	18.2	78.2
	5	24	100	16.7	70.8	12.5	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	26	100	39.1	34.8	26.1	60.9
	4	56	98.2	20.4	57.4	22.2	79.6
	5	29	93.1	37.5	41.7	20.8	62.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	28	96.4	17.4	47.8	34.8	82.6
	4	60	100	16.4	43.6	40	83.6
	5	25	96	16.7	29.2	54.2	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	26	100	8.3	37.5	54.2	91.7
	4	56	98.2	25.9	51.9	22.2	74.1
	5	29	96.6	22.2	40.7	37	77.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	54	100	27.1	43.8	29.2	72.9
	4	60	93.3	39.6	47.2	13.2	60.4
	5	49	100	22.9	33.3	43.8	77.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	51	98	13	45.7	41.3	87
	4	58	93.1	35.8	37.7	26.4	64.2
	5	56	92.9	29.4	33.3	37.3	70.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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